DOCUMENT RESUME

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ABSTRACT

Career guidance techniques in this package focus on the competency area of lifestyle. The package is one of eight, each covering one of the following career guidance competencies that were identified and validated as needed by teachers to assist in the career development of their students: Valuing, decisionmaking, lifestyle, community resources, working relationships, occupational information, parental involvement, and tests. The teacher competency for this package involves the use of activities designed to enable learners to discover the interactions and relationships among life roles, personal lifestyle, and occupational choices. The 11 sample activities presented are titled: "Lifestyle Profile," "Collage of Individual," "Coat of Arms," "Lifestyle Influences," "Introductory Lifestyle Identification," "Lifestyle Matrix," "Lifestyle Planning," "Changes in Lifestyle," "Pairing Lifestyles and Occupation," "Adapting to a New Lifestyle," and "Life Roles and Stereotyped Roles." The following information is provided for each activity: Goals, materials required, physical setting, procedure, suggestions, grade level, group size, and time required. (TA)

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INDIVIDUALIZED LEARNING SYSTEMS

for: Career/Vocational Education
Staff Development

CAREER GUIDANCE TECHNIQUES FOR CLASSROOM TEACHERS

LIFE STYLE

Teacher Competency:
Enable learners to discover the interactions and relationships among life roles, personal life style, and occupational choices.

CG-0003-LS

U.S. DEPARTMENT OF HEALTH
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CE 009 581

EIGHT BASIC CAREER GUIDANCE COMPETENCIES FOR TEACHERS

- Enable learners to identify and clarify personal abilities, interests, and values in relation to their career development.
- Enable learners to aquire and apply decision-making skills.
- Enable learners to discover the interactions among life roles, personal life-styles, and occupational choices.
- Identify and use school and community resources which will assist the learners in their career development.
- Enable learners to identify and understand the differences in working relationships associated with various occupations.
- Provide the learner with occupational information.
- Work with the learner to involve parents in the learner's career development.
- Demonstrate a knowledge of appropriate use of commercially produced and teacher-made tests in assisting the learners in their career development.

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CAREER GUIDANCE TECHNIQUES
FOR
CLASSROOM TEACHERS

- VALUING
- DECISION-MAKING
- LIFE-STYLE
- COMMUNITY RESOURCES
- WORKING RELATIONSHIPS
- OCCUPATIONAL INFORMATION
- PARENTAL INVOLVEMENT
- TESTS

This package of career guidance techniques focuses on one of eight basic career guidance competencies that were identified and validated as needed by teachers as they assist in the career development of their students. A total of eight packages are available--one in each of the above eight competency areas.

The sample activities presented here and those which you will add will enable students to obtain a better understanding of themselves, gather information which will help them determine more clearly where they might go with their life and improve their career decision-making skills. In short, each competency provides additional dimensions to the students' every-changing, every-growing career development.

You, the teacher, are the key to this dynamic process. Through your expert help, knowledge and skill--through guidance in your classroom--students can:

- come to know themselves and their capabilities
- gain control and improve their confidence
- improve their career decision-making
- gain a perspective of things learned and done and things to learn and do
- determine the resources they need to achieve multiple goals

The additions you make to the system, blended with the basics provided in these competencies, will provide for needed student growth.

INTRODUCTION

TEACHER COMPETENCY: Enable learners to discover the interactions and relationships among life roles, personal life-style and occupational choices.

Life-style consists of all the things making up the way an individual prefers to live. These may include your attitudes, values, interests, goals, environment, family, education, etc. It is important to realize that there have been many factors influencing the development of your life-style and that in turn, life-style effects your life roles and career choices. Not all life-styles are compatible with the demands and restrictions that are inherent in many occupations. The more clearly you identify your personal style of life and are able to understand its interaction with your life roles and career choices, the more wisely you can choose an occupation that will be enjoyable and compatible.

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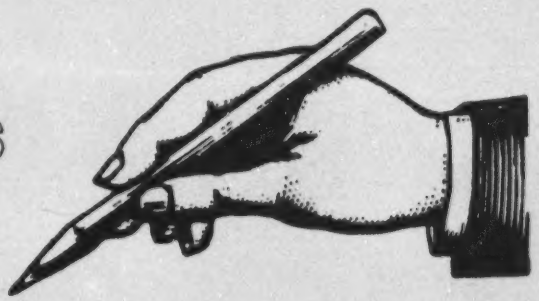


LIFE-STYLE

Activity 1 LIFE-STYLE PROFILE.
Awareness of values, wants, needs.

Activity 2 COLLAGE OF INDIVIDUAL.
Self-concept, life roles, and career choice.

Activity 3 COAT OF ARMS.
Factors in your way of life.

Activity 4 LIFE-STYLE INFLUENCES.
Factors that influence career choice.

Activity 5 INTRODUCTORY LIFE-STYLE IDENTIFICATION.
Tentative life priorities.

Activity 6 LIFE-STYLE MATRIX
Comparing life-style choices with occupation.

Activity 7 LIFE-STYLE PLANNING.
Considering factors involved.

Activity 8 CHANGES IN LIFE-STYLE.
Circumstances may change your life-style.

Activity 9 PAIRING LIFE-STYLES AND OCCUPATIONS.
Relating life-styles, occupations, and group roles.

Activity 10 ADAPTING TO A NEW LIFE-STYLE.
Variables that make up life-style.

Activity 11 LIFE ROLES AND STEREOTYPED ROLES.
Assessing your attitudes about them.

LIFE-STYLE
Activity # 1
Page 1 of 2

DESCRIPTIVE ACTIVITY TITLE: Life-style Profile

GRADE LEVEL: ____JH
X HS
X PHS

GOALS: Students will better realize their values, wants, needs.

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE

MATERIALS REQUIRED

Life-style Profile Sheet

PHYSICAL SETTING

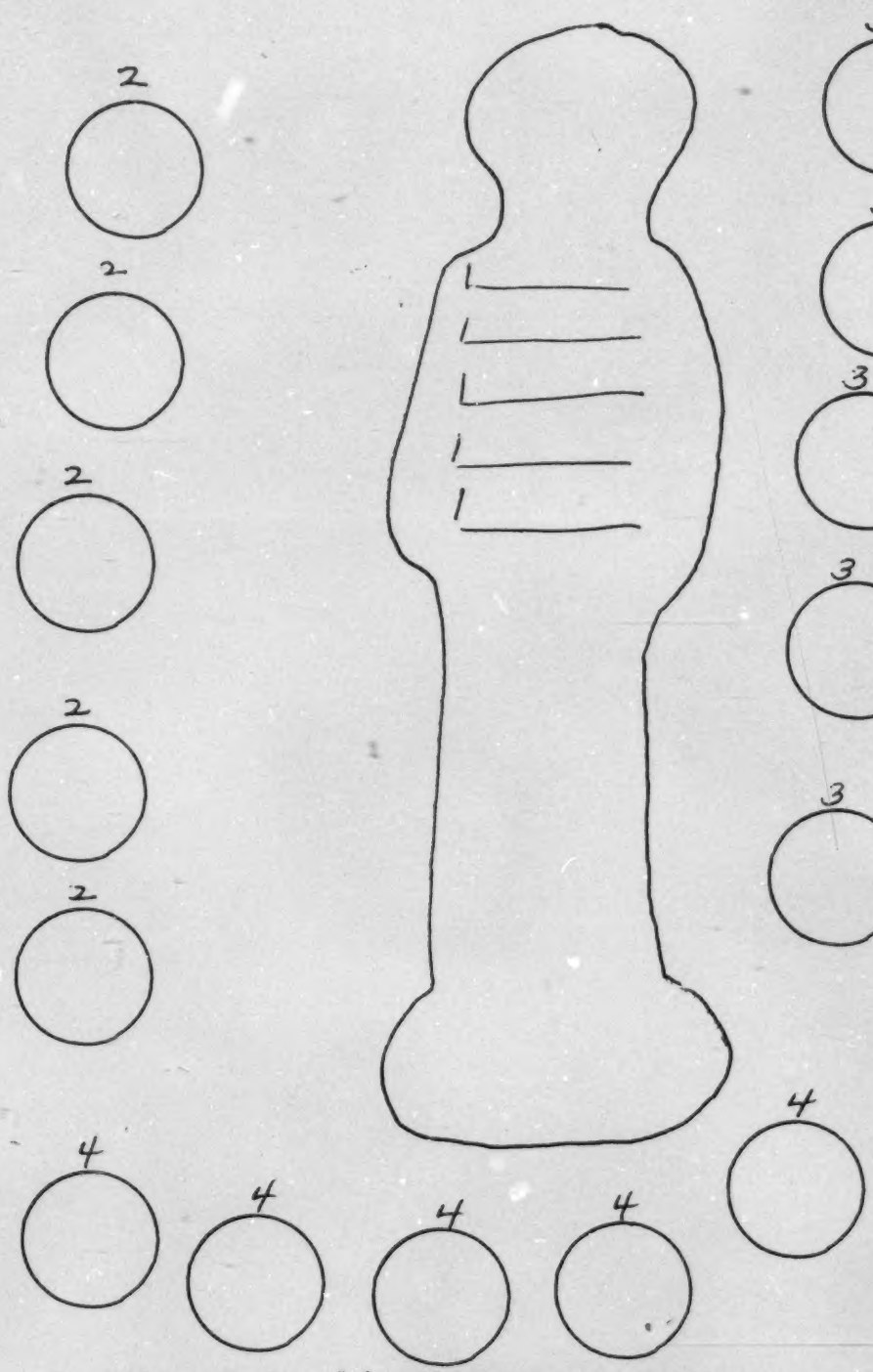
Classroom

GROUP SIZE: Class

TIME REQUIRED: 1 period

PROCESS:

1. Give each class member a profile sheet. Ask them to follow the directions on the sheet.
2. After all have completed it, ask for volunteers to relate their responses. Encourage students to participate but do not insist as they may be a very personal thing with some.



1. After the five #1's, list the most significant words that describe you (self-concept), i.e., honesty, loving).

2. In the #2 circles, list the 5 most important roles you portray in life (i.e., student, church member).

3. In the #3 circles, list 5 things most important to you, your values (i.e., popularity, wealth).

4. In the #4 circles, list your 5 most valued physical possession (i.e., motor bike).

LIFE-STYLE
Activity # 2
Page 1 of 1

DESCRIPTIVE ACTIVITY TITLE: Collage of Individual

GRADE LEVEL: X JH
X HS
X PHS

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE

GROUP SIZE: Class

TIME REQUIRED: 1-2 periods

GOALS: Explore self-concept. Develop awareness of life roles concerned with career choice.

MATERIALS REQUIRED

Magazines

poster paper

scissors, blue

PHYSICAL SETTING

Classroom

PROCESS:

1. Find and cut out pictures from magazines, as follows:

   2 pictures of how you would like to be
   2 pictures of how you see yourself
   2 pictures of how others see you
   1 picture of a career you would like to choose
   1 picture of what you will never be
   1 picture of something you hate
   1 picture of something you fear
   1 picture of what you will be doing in 15 years
   1 picture of an animal you most resemble.

2. Paste these pictures on poster paper and give the collage a title.

3. During the following class period have students display their posters and have the class guess which pictures depict the various aspects of that person. Then each student can explain his own.

LIFE-STYLE
Activity # 3
Page 1 of 2

DESCRIPTIVE ACTIVITY TITLE: Coat of Arms.

GRADE LEVEL: X JH
X HS
X PHS

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE

GROUP SIZE: Open

TIME REQUIRED: Open

GOALS: Identify factors that make up a way of life and relate them to career choice, role at home, work, school, social activities.

MATERIALS REQUIRED

"Coat of Arms" handout

PHYSICAL SETTING

PROCESS:

1. Give each person a copy of "Coat-of-Arms" (handout page 2 of 2). Direct them to fill in the spaces as indicated.
2. If time permits, students can discuss their project in small groups or explain orally to class.

COAT-OF-ARMS

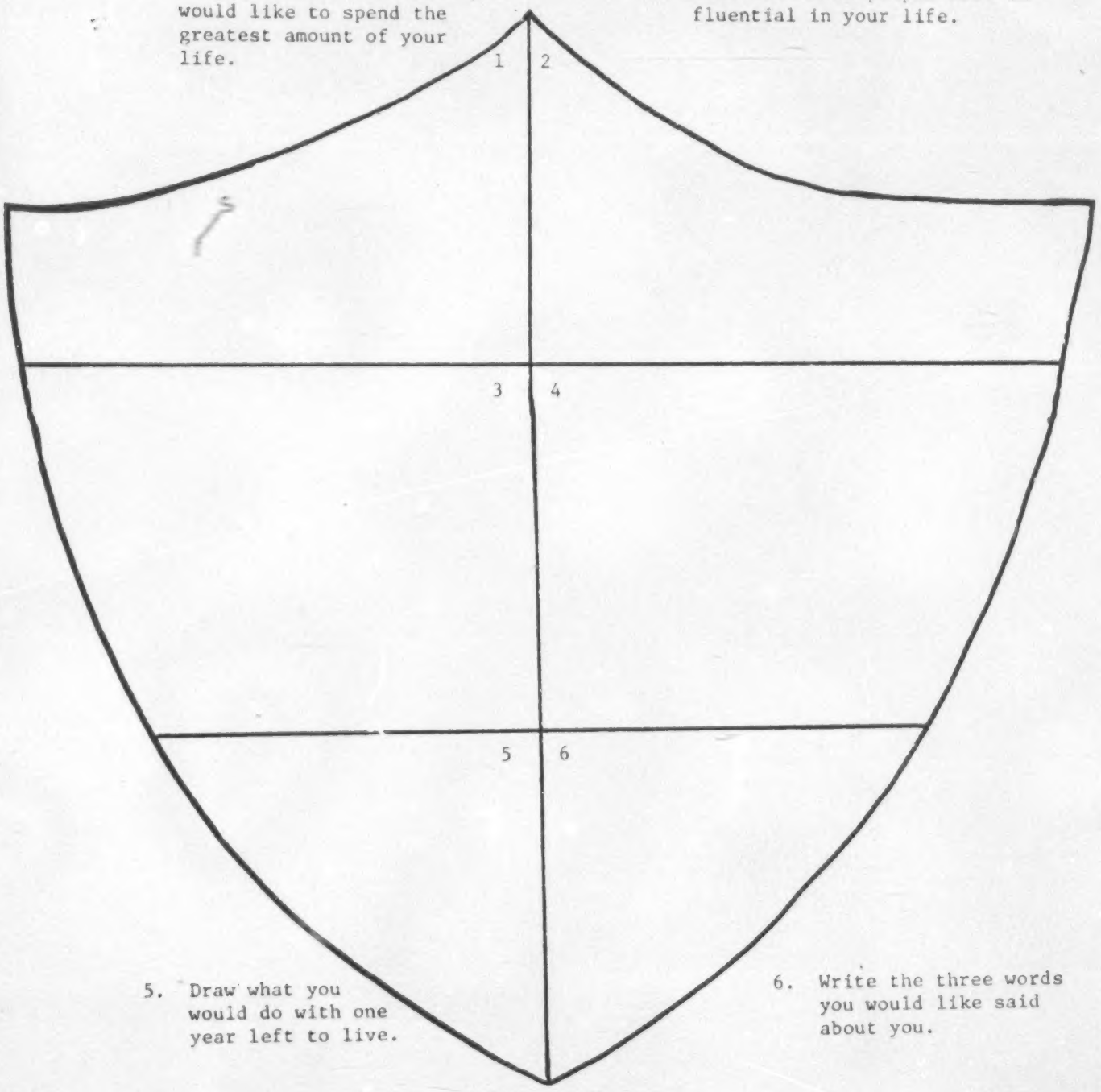
Without concern for artistic results, fill in the six areas of the drawing below to make your own personal "Coat of Arms".

1. Draw two things you do well.

2. Draw your "psychological" home or the place where you feel at home.

3. Draw the career in which you would like to spend the greatest amount of your life.

4. Draw the three people most influential in your life.



5. Draw what you would do with one year left to live.

6. Write the three words you would like said about you.

LIFE-STYLE
Activity # 4
Page 1 of 1

DESCRIPTIVE ACTIVITY TITLE:

GRADE LEVEL: ___ JH
X HS
X PHS

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE

GOALS: Become aware of influences on career choice

Clarify personal life-style.

GROUP SIZE: Class

TIME REQUIRED: 1 period

MATERIALS REQUIRED

5 x 8 cards

PHYSICAL SETTING

Class

PROCESS:

1. Take a 5 x 8' card and ask participants to think back 5 years and to fill in the following information:
   a. Write your name in the center of the card.
   b. Where do you live (city, state)--upper left corner?
   c. What is your career choice (occupation)--lower left corner?
   d. Your expected approximate income--under your name.
   e. Your goal in life--upper right corner.
   f. Your favorite leisure-time activity--lower right corner.
2. Turn the card over and supply the same information for the present.

DISCUSSION

What changes have been made in your life-style, and what were the sources of influence that guided your decisions? Were your decisions "free" or were you influenced by others or were you a victim of circumstance? What things did not change?

LIFE-STYLE
Activity # 5
Page 1 of 1

DESCRIPTIVE ACTIVITY TITLE: Introductory Life-style Identification

GRADE LEVEL: X JH
X HS
X PHS

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE

GOALS: Help students become aware of personal preferences, catagorize them and set tentative life priorities.

GROUP SIZE: Class

TIME REQUIRED: 1 period

MATERIALS REQUIRED

PHYSICAL SETTING

Classroom

PROCESS:

1. Each student develops a list of "satisfactions" (no order or category). You may use the following to start people thinking. Revise or add to it as you choose, and put it on a transparency for discussion.

Riding a bike	Being recognized for a good job
Netting a trout	Helping others
Playing with my dog	Explaining a difficult concept
Reading aloud to my children	Being a leader
A fireplace on a rainy night	Reading
	Hot buttered popcorn
	Making a new friend

2. Students talk with parents or friends for additions to their list.
3. Consider it again the next morning and at other times, but keep at it.
4. Categorize the items into "physical," "emotional," "values" or whatever.
5. Draw conclusions: enjoy the outdoors; prefer action; sedentary and spectator; etc.
6. Select any priorities that seem obvious.
7. Compare or consider the conclusions with occupations you have been considering.

The exercise adds one more input of self-knowledge into choosing a career or position. It can be adapted to Competency #1 in helping to clarify personal interests, abilities and values.

8. Discuss those elements in light of the person's preferred life-style.

DESCRIPTIVE ACTIVITY TITLE: Life-style Matrix.

GRADE LEVEL: ___ JH
X HS
X PHS

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE

GROUP SIZE: Class

TIME REQUIRED: 1 period

GOALS: Become aware of life-style variables involved in different careers.
Become sensitive of conflict between life-style and many careers.

MATERIALS REQUIRED
Career List (Sheet A)
Forced choice Life-style Attributes sheet (Sheet B)
Blank life-style matrix (Sheet C
Life-style Matrix (Sheet D)

PHYSICAL SETTING
Classroom

PROCESS:

1. Distribute the "career list" of 27 careers (sheet A) to each student and instruct them to choose three preferred careers and rank order them.
2. When completed, distribute the Forced Choice Life-style Attributes page (sheet B) and instruct them to circle their preferred choice from each pair.
3. Instruct students to (1) transfer each of their life-style attributes choices across the top of the blank Life-style Matrix (sheet C), and (2) list their three preferred careers down the left column of the matrix.
4. Distribute the Life-style Matrix (sheet D). Instruct students to compare the actual life-style characteristics on this sheet with those choices he made from the forced choice list (sheet B). If the attributes match, leave the end block empty. If they conflict, place a "C" in the box to designate a conflict between the career and your preferred attributes.
5. Proceed to trace across the other two chosen careers and compare attributes, again placing a "C" in the end block to denote conflicts.

Discussion: Discuss the extent of conflicts individuals found. Why the conflict? Would you change attributes or career choice?

27 CAREER LIST

Architect/Planner

Artist/Writer

Advertising/Public Relations

Actor

Airline Crew

Athlete (professional)

Banker

Builder

Civil Servant

Clergy

Diplomat

Engineer

Executive

Farmer

Financier

Health Care

Homemaker

Journalist

Lawyer

Military

Musician

[Police
[Fire Fighter

Politician

Salesperson

Scientist

Stockbroker

Teacher

Forced Choice Life-Style Attributes:

Given the following life-style attributes, you must choose the one you prefer. Ask yourself for each pair: "Would I prefer the odd-numbered or the even numbered? (Circle one).

1. A career with high prestige
2. A career with low prestige

3. A people-related career
4. A data/thing related career

5. A routine career
6. A creative career

7. A physically demanding career
8. A physically easy career
9. A career with time for family
10. A career with little time for family (key word is family)

11. A conforming career
12. A nonconforming career

13. A supervised career
14. A career with you as boss

15. A career where you work alone
16. A career where you work as a team

17. A career with a stable income (moderate)
18. A career with an unstable income (high)

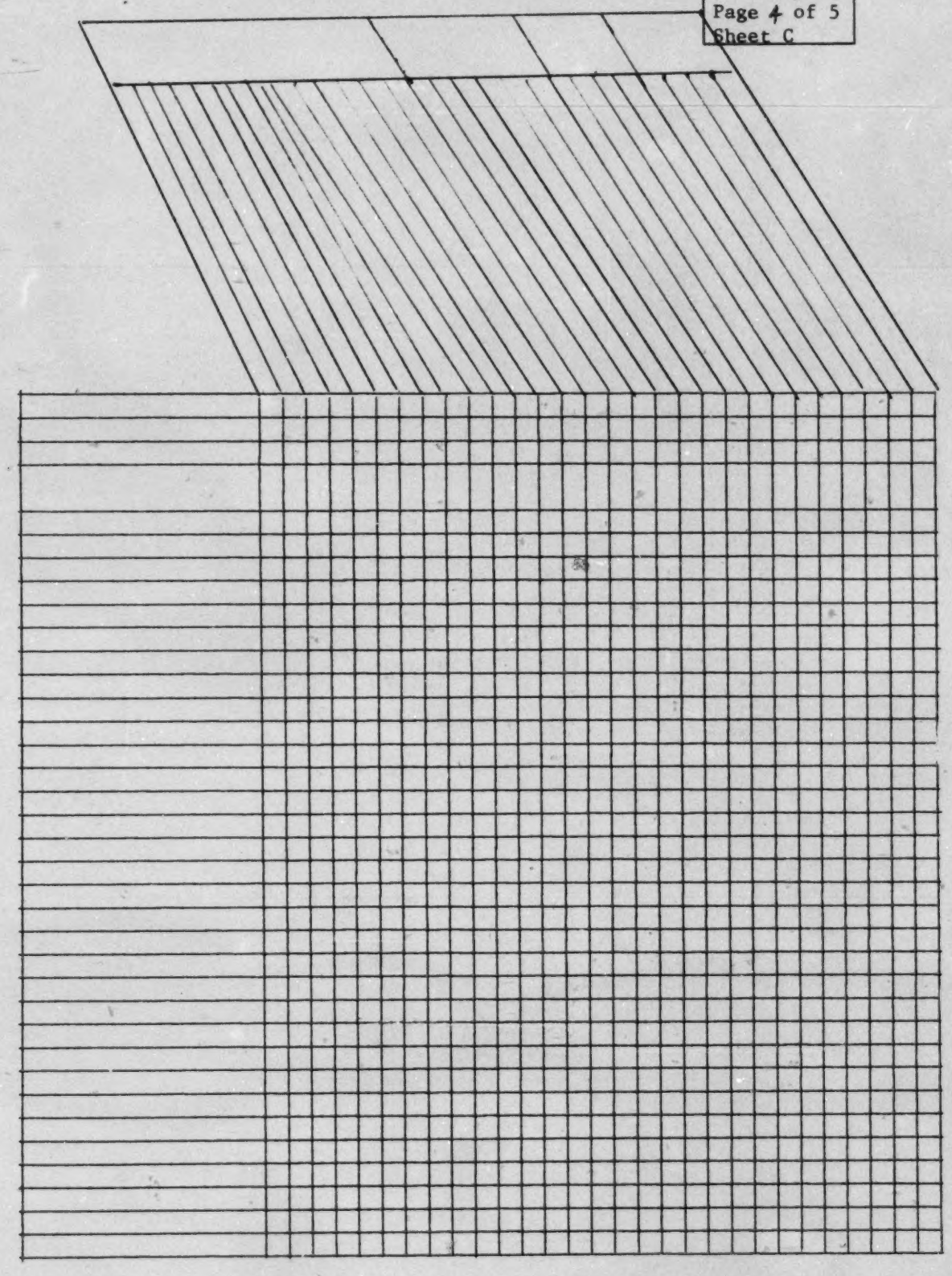
19. A career which is stationary
20. A career where moderate travel is involved

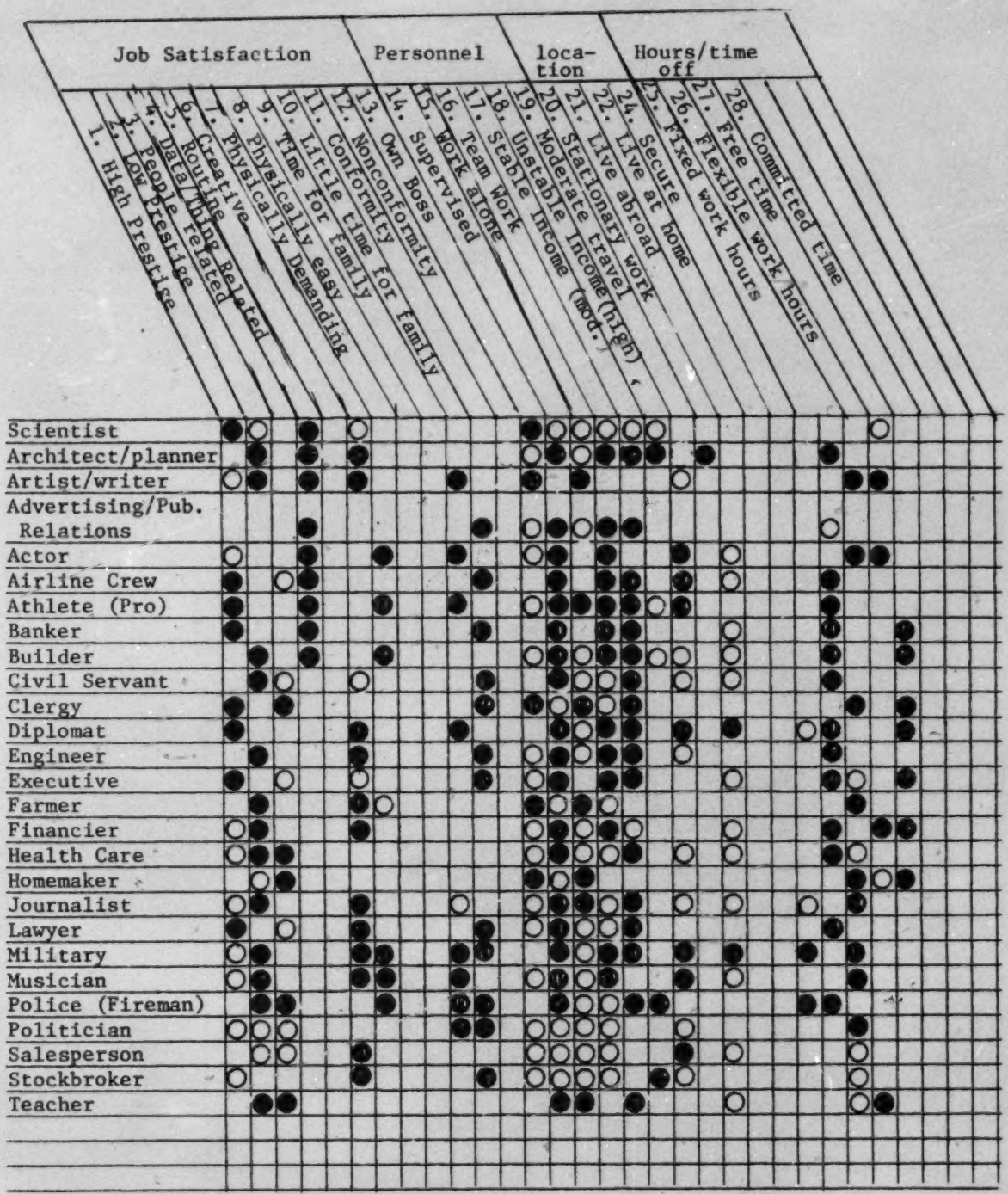
21. A career which is abroad
22. A career at home

23. A career which is adventurous (dangerous)
24. A career which is secure

25. A careeer which has fixed hours
26. A career which has flexible hours

27. A career with considerable free away from work time
28. A career with considerable committed away from work time.





○ Indicates that attribute depends on situation.

LIFE-STYLE
Activity # 7
Page 1 of 2

DESCRIPTIVE ACTIVITY TITLE: Life-style Planning.

GRADE LEVEL: X JH
X HS
PHS

GOALS: Students will identify factors relating to planning a life-style.

ADAPTABLE TO:
FA Sci.
LA SS
M V
PE

MATERIALS REQUIRED
Life-style Planning Sheet

PHYSICAL SETTING
Classroom

GROUP SIZE: Class

TIME REQUIRED: 1 period

PROCESS:

1. Discuss student ideas and reactions to their parents and friends' life-styles and why they have these life-styles. (25 minutes).
2. Student fill in Life-style Planning sheet.
3. Discuss their answers.
   Help student define 1, 5, 10 year goals considering job availability at those dates.

LIFE-STYLE PLANNING SHEET

After everyone has reacted to the different life-styles, choose a partner and discuss one or two life-styles to which you had different reactions. Spend about 5 minutes discussing your ideas, trying to understand the other person's point of view.

Money?
Security?
Marriage?
Interesting Work?
Family?
Lots of Leisure Time?
Freedom?

Considering what you know about yourself now and what you know about your most important needs, what kind of life-style are you leading?

Life-style Planning

List three values you feel are important to your well-being (security, feeling worthwhile, family happiness):

1.

2.

3.

List three strengths:

1.

2.

3.

List three wishes (something you have always wanted to do):

1.

2.

3.

List three abilities you have, but have not used:

1.

2.

3.

List some potentials you might have, but have never explored:

1.

2.

3.

Put a check mark in front of what you would give first priority in each category. Considering the above priorities, list what you would like for a

One-year Goal: _____

Five-year Goal: _____

Ten-year Goal: _____

Now write a short statement about your own life-style preferences:

LIFE-STYLE
Activity # 8
Page 1 of 1

DESCRIPTIVE ACTIVITY TITLE: Changes in Life-style.

GOALS: Illustrate that circumstances in life will inevitably alter life-styles.

GRADE LEVEL: X JH
X HS
X PHS

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE

GROUP SIZE: Class

TIME REQUIRED: 1 period

MATERIALS REQUIRED

None

PHYSICAL SETTING

Class

PROCESS:

1. Divide into groups of five. Each group comes to a consensus of the way the listed situation will affect one's life-style with only the information given below.
2. Report the conclusions to the entire class. The purpose is to point out that life-styles may change in varying directions even when similar occurrences happen to different people.

Situations

1. A physician receives $100,000 fax free.
2. A salesman is transferred from Colorado to Alabama.
3. A police officer's wife, who was not working, takes a job as an advertising agent.
4. An accountant trainee's wife gives birth to triplets.
5. An auto mechanic loses his job, the only family income.
6. A loader is promoted to dock foreman.
7. A teacher's youngest child graduates from high school.
8. A fruit farmer loses the year's crop due to a late freeze.
9. A lawyer has an accident which results in a $10,000 medical bill.
10. A computer operator's wife decides to terminate work as he is making $16,000 a year now and she was making $6,000.

DESCRIPTIVE ACTIVITY TITLE: Pairing of Life-styles and Occupations.

GRADE LEVEL: ___JH
_X_HS
_X_PHS

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE

GOALS: Illustrate the relationships among life-styles, occupations, and group roles.

GROUP SIZE: Class

TIME REQUIRED: 1-2 periods

MATERIALS REQUIRED

Occupational Outlook Handbook (or set of copied job descriptions for each discussion group).
Life-styles with Occupations (Sheet A)
Discussion Questions (Sheet B).

PHYSICAL SETTING

Classroom

PROCESS:

1. Divide into groups of 5. Hand out the Sheets A (Matching Life-styles with Occupations) to each member. Hand out a copy of Job Descriptions (1 to 10) from Occupational Outlook Handbook to each group. Or make the Handbook available to all.
2. Each group come to a consensus of the occupations matched with the life-styles.
3. Pass out the Discussion Questions to each group. They are to review them in light of their findings.
4. Each group now presents its matches to the entire class and is prepared to defend its choices.

MATCHING LIFE-STYLES WITH OCCUPATIONS

Life-styles:

1. Mr. Follower:
   Wants the rules and procedures carefully defined.
   Does not want to be innovative or creative.
   Values punctuality.

2. Mr. Authority:
   Is a sexist.
   Believes in only male leadership.
   Is a capable supervisor for well-defined tasks.
   Values careful decision-making procedures.

3. Ms. Free-thinker:
   Values highly her rights as well as the rights of others.
   Considers herself an intellectual that has a broad understanding of world affairs.
   Has studied many religions, philosophies and faiths.

4. Miss Loner:
   Easy to get along with but does not seek friendship.
   Does not want to be committed to anything.
   Likes variety in her life.

5. Mr. Alcoholic:
   A moody person that wants desperately to succeed.
   Works long hours to please his boss.
   Values money and material possessions highly.

6. Miss Happy-Go-Lucky:
   A very self confident person.
   Is the social center of any group she is in.
   Avoids conflicts and any expression of her values.

7. Mr. Lover:
   Not married and highly values his physique.
   Wants to look impressive in all that he does.
   Is very observant and intelligent.

8. Mr. Evangelist:
   Believes strongly in the validity of the Bible
   Desires that all people be converted to his belief.
   Genuinely cares about people.

9. Mrs. Homemaker:
   Has two children for whom she wants the best.
   Wants only part-time work that will not take her from the home.
   Values a neat, organized, efficient household.

10. Mrs. Careerwoman:
    Is eager to become a supervisor and establish a reputation for herself.
    Her husband is a wood craftsman with his shop at home.
    Is very attractive.

Occuaptions:

	Title	Occupational Outlook Handbook Page
1.	Electrical Engineer	346
2.	Geologist	352
3.	Programmer	109
4.	System Analysis	111
5.	Patternmaker	26
6.	Funeral Director	173
7.	Urban Planner	604
8.	Asbestos worker	245
9.	Chiropractor	473
10.	Jeweler	440

DISCUSSION QUESTIONS

ON Matching Life-styles with Occupations

1. Is this matching of life-style to occupation valid?
2. Can you think of personal exceptions to the pairs your group formed?
3. Name those pairs you feel are most contrived.
4. Were there some occupations that were easier to match to a life-style?
5. Were there some life-styles that were easier to match to an occupation?
6. Using your own value system, which pair do you feel have the best chance to lead a successful, fulfilled life?
7. Which life-style do you dislike? like?
8. Which pair would you choose for your own life?
9. Name some way life-styles affect your occupational choice.
10. Do life-styles affect occupational choices or occupational choices affect life-styles?

LIFE-STYLE
Activity # 10
Page 1 of 2

DESCRIPTIVE ACTIVITY TITLE: Adapting to New Life-styles.

GRADE LEVEL: X JH
X HS
X PHS

GOALS: Illustrate the variables that make up a life-style. Attitudes, values, environment, family, physical characteristics, career interests, education, etc. are considered.

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE

GROUP SIZE: Class

TIME REQUIRED: 1 period

MATERIALS REQUIRED

(2) Ranking Lists

PHYSICAL SETTING

Classroom

PROCESS:

1. Hand out the "Do Without List" to rank according to instructions.
2. After ranking them, students will share their results with the group.
3. The group will discuss the results and decide which members of the group would be most suited to living and working in this particular situation.
4. On the basis of this discussion, each person should then decide whether he or she could function in the environment given.

Do Without List

If you were to go to a rural community which is isolated, including no roads, which of the following things would you be most able to do without? List the things in rank order of your ability to do without them.

_____ automobile

_____ your own home furnishings and home

_____ telephone

_____ television

_____ shopping center

_____ recreational facilities

_____ beauty/barber shop

_____ concerts/plays

_____ churches/clubs

_____ hospitals/doctors/dentist

_____ visits with relatives

_____ liquor stores/bars

_____ library/book shops

_____ social relationships with special friends.

Now rank the following items according to which you would find most frustrating.

_____ not getting mail every day

_____ doing without fresh produce, eggs, bakery products

_____ living next door to the boss

_____ having the water freeze/or contaminated

_____ getting newspapers several days late

_____ waiting and waiting and waiting for meetings to start which are scheduled on relaxed country time

_____ doing without electricity for several days

_____ not being able to spend much time outdoors for a week or more because of extreme weather

_____ being sick and receiving attention from a medical aide instead of a physician.

_____ chitlins, poi, greens, blackeyed peas, testing seal oil, raw fish, and other unusual native foods

_____ not understanding when people are speaking another language around you

_____ having to use a bucket when the plumbing doesn't work/ or no plumbing

_____ having to feed and house strangers who arrive unexpectedly

_____ not being able to escape from the people you work with at the end of the day or week.

LIFE-STYLE
Activity # 11
Page 1 of 3

GRADE LEVEL: _____JH
_____HS
_____PHS

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE

GROUP SIZE:

TIME REQUIRED: 1 period

DESCRIPTIVE ACTIVITY TITLE: Assessing Attitudes About Life roles and Stereotyped Roles.

GOALS: Students will assess their own attitudes and compare them with others.

MATERIALS REQUIRED

"Questionnaire on Self-Awareness"

PHYSICAL SETTING

Classroom

PROCESS:

1. Have students fill out the "Questionnaire on Self-Awareness."
2. Break the class into smaller groups to discuss their answers.
3. Assist students in identifying responses that were made that would (a) fit traditional stereotype roles, (b) those that would not be classified as traditional answers.

Date _____ Name _____

QUESTIONNAIRE ON SELF-AWARENESS

Check either "yes," "no," or "don't know." As you answer each question, use either the male or female in your consideration depending on which you are.

		Yes	No	Don't Know
1.	As a girl/boy in school, do you take yourself and your school work seriously?	___	___	___
2.	Are you thinking <u>now</u> about how your classes will be of help to you in the future?	___	___	___
3.	Are you worried about whether or not boys/girls will like you if you appear to be a "brain" and get good grades?	___	___	___
4.	Would you like to see some changes in social customs--boy-girl relations--such as girls asking boys for dates, going "dutch" on expenses when dating, etc.?	___	___	___
5.	Do you think it is as important for girls to plan for future careers as it is for boys to do so?	___	___	___
6.	Do you see yourself accomplishing notable, or helpful things in the future to leave some mark in your world?	___	___	___
7.	Do you plan marriage and family for the future?	___	___	___
8.	If you marry and have children, do you plan to have a career and care for your family?	___	___	___
9.	If you marry, do you think it necessary to have children?	___	___	___
10.	Do you think your husband's/wife's work and interest should come before yours?	___	___	___
11.	Do you think you will be a failure if you do not marry?	___	___	___
12.	Would you like for your husband/wife to share in the household chores and in caring for the children?	___	___	___
13.	Do you believe that the husband or wife should be the "head of the home?"	___	___	___
14.	Would you be willing to work full time outside of the home to support the family if your husband/wife was willing to assume the housework?	___	___	___

QUESTIONNAIRE ON SELF-AWARENESS (Continued)

	Yes	No	Don't Know
15. Would you like to have part-time working arrangements and houseworking arrangements shared with your husband/wife?	___	___	___
16. Does your father--or brother(s)--help with the housework?	___	___	___
17. Are you determined to vote as soon as you are 18?	___	___	___
18. Is the career you have thought about for yourself a "traditional" male/female-type career?	___	___	___
19. Is there any "untraditional" male/female-type career you have dreamed of but are afraid to plan and train for?	___	___	___
20. Do you consider yourself to be an individual human being who has a right to choose her/his way of life without being forced to live in the "traditional" ways of men and women in the past in our culture?	___	___	___

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